

THE TECHNIQUES OF TEACHING READING COMPREHENSION AT SECOND GRADE STUDENTS AT SMP INSTITUT INDONESIA

Tri Widiyanti , Amrin Batubara, Waode Hamsia

English Department, Faculty of Teacher Training and Education,
Muhammadiyah University of Surabaya, widiyantiku@gmail.com

Abstract

The result of this study show that the English teacher used techniques SQ3R (survey or skimming, questioning, read, recall and review) and scanning in teaching. The implementation into students ability, the teacher used three-phase stages in reading they are: pre reading activity, whilst reading activity, and post reading activity. whereas the strength and weaknesses of the techniques, the teacher used the same techniques in teaching reading to make easier for students. It is to make student more attracted because the teacher always give them motivation in guidance and the teacher also help the students to increase their ability in pronunciation. Moreover, the researcher found in weaknesses of this technique sometimes the students felt bored because they got the same techniques used by the teacher. Therefore, it is suggested the teacher use these techniques in teaching reading comprehension, Finally the researcher suggested that the teacher should always give the motivation and the teacher combines the techniques so that the students can easily understand the lesson that the teacher teaches, it means that the teacher has made the students perform better in their learning activity.

Keywords: Techniques, Teaching, Reading

English as an international language is spoken in most international events and used as the medium of information flow on science, technology and culture. As well known that learning a foreign language is more difficult than learning a national language. Furthermore, however foreign language has completely different aspects and systems which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. Basically, reading involves the identification and recognition of printed or written symbols. Reading is an interactive process that goes on between the reader . The text consist of letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reading is an activity with a purpose that is information. In addition, the aim of teaching English is explored on communication, Teachers are expected to help students so that they will have the ability to comprehend the English text book easily. The students should acquire reading ability, which takes part in the skill. There are several reasons why techniques of teaching reading comprehension are very important to use in junior high school first year students. Teaching a foreign language especially English is not as easy as teaching the first language, because it is something new for the students of Junior High School. The first year students will certainly face many problems. Until this time, we often hear the disappointment of English teachers because of low scores of their students in the final exam (Subhan, 1990: 88).

Focus on teaching English, especially reading, English teachers must to use good techniques, so that the students can understand a text more easily. The teachers must take decision about the relevance of techniques to a particular material. This means that the teachers should select and apply the appropriate techniques in presenting the materials in order to make students respond and understand what are being presented. Reading is very important for the students. The importance here is due to the fact that in the final examination, reading comprehension takes the majority of the test. The students read the books to get information and increase their knowledge for their study. In this case, they should understand what the author's messages .The curriculum of English for junior high school states that the teaching of English should cover the four language skills: listening, speaking, reading and writing. Considering the importance of reading skill, the teacher should improve the teaching of reading comprehension. According to Nuttal (1996: 4) one of very important reading purposes is to get meaning from a text.

SMP Institut Indonesia is chosen because the students always find difficulties in comprehending texts and they often get low score. Because the teachers teaching techniques are monotonous, they become noisy and inattentive to the rest of the lesson. Teaching reading must use techniques in order to make students interested and increase their ability in reading English and which help students to get the explanation and information easily. Regarding the fact that the students face difficulties in reading comprehension and consequently bring the low score in reading ability, the researcher is encouraged to conduct a research on the techniques used at SMP Institut Indonesia in teaching reading. In the present study, the researcher focuses on identifying teacher's techniques and the implementation of the techniques.

Review of Related Literature

Reading is one of the four skills in English. It indicates that reading is an important skill that is used in class. Basically, reading is an activity which involves an interaction between the reader, the writer and the text. Meanwhile, There are many definitions about reading. According to Dole et al. (1991: 21), in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Reading to understand the reader and the nature of the act of reading more clearly and comprehensively, one needs also to find out and describe the reader's strategies and reactions with regard to the reading task, and to see how the reader copes with the reading task and solves the problems. (Aslanian, in: Nunan, 1995:69). According to Nunan (1991: 221), reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred to this process as the 'bottom-up' view of reading. Moreover Leu, Kinzer, Coiro, & Cammack stated that reading is situated in and inseparable from the cultural, material, and technological conditions within which it develops. This is particularly salient in the twenty-first century with the multiple types of reading that occur in the digital world of communication networks that span varying cultures and institutions (2004:1). From the explanation above we can conclude that through reading we can obtain more knowledge and experience of study.

Methods of Reading, Richard stated that method is an overall plan of the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach, an approach is axiomatic, a method is procedural. There are several methods used by English teachers in the world that can improve students reading skill. Through those methods, students will know the appropriate ways to read, namely: sub vocalized, proofreading, speed reading.

Techniques of Reading, Brown (2001:78) stated that techniques refer to various activities that either teachers or learners perform in the classroom. They are usually planned and deliberate. It means technique include talks and activities. In reading activities students must know types of techniques in reading. The teacher must know the techniques in teaching and can apply it effectively. That is because understanding the techniques in teaching is very important in determining the success instruction to the students, so the teacher can make decision about the relevance of techniques to the particular materials.

Survey, Question, Read, Recall, Review, One of the frequently advocated techniques is the SQ3R while this may be useful for some study. Reading is it not universally applicable to all categories of reading. There are many variations of the technique and they all may be adapted to suit individual requirements. Robinson (1961: 110) state that the Teacher of secondary and college reading skill classes often include in their syllabi a systemized procedure for independent study. The best known is SQ3R: survey, question, read, recite, review.

Procedure of Teaching Reading Using SQ3R, The teaching procedure encompasses the actual moment-to-moment techniques, practices, and behaviors that operate in teaching a language. It concerns the teaching activities that are integrated into lessons and used as the basis for teaching and learning (Richards,1993: 110).In teaching reading comprehension, to enhance the process of comprehension, some activities might be necessary to carry out. The activities in reading class are commonly divided into three categories: pre- reading, whilst reading and post reading (Kelly and Farnan, 1990:60)

The Importance of Reading, In general, reading is very important in someone's life. By reading, a person will be able to get information about the world. Reading can also give him pleasures and joys.

In language class, reading is considered as the most important activity; not only as a source of information and a pleasurable activity but also as a means of extending one's knowledge of language. This is supported by Williamson (1988: 7-8) who states that in language acquisition, reading is considered as an important activity, because it promotes better spelling, better writing, higher reading comprehension, and a more advance vocabulary. The importance of reading does not work only in a first language study. In the study of a foreign language, reading is considered one of the important requirements. This is justified by the fact that in many countries, a foreign language, in this case English, is learned by numbers of students as their foreign language. However, active oral procedure advocated in foreign language teaching sometimes neglects the reading skill. As a result, foreign language teachers are sometimes accused of wishing to produce what Rivers (1981: 48)

Reading Strategy, Barnett (1988: 80) states that reading strategy is the mental operations involved when readers approach a text effectively and make sense of what they read. According to Duffy (1993: 33), reading strategy refers to the plans for readers to solve problem encountered in constructing meaning from text. Reading strategy refers to how the reader sense of what they read, what they do when they do not understand something in the text. For example, they arrange from simple strategies such as re-reading difficult text, guessing the meaning of an unknown word from context, to more comprehensive strategies such as summarizing and relating what being read to reader background knowledge (Janzen, 1996). The teacher should explain the following during the class to the students (Winograd and Hare, 1988 :70). First, what the strategy, this involves description of the strategy. Second, the teacher should explain what strategy should be learned. Students should be reminded frequently about the benefits of strategy use. If the teacher teaches strategies without direct explanation, this would not have a long term effect on students' strategy use and this would not have them to develop as strategies readers. Third, the teacher should explain how to use the strategy effectively. Fourth, the teacher should point out the students when and where a strategy should be used, and finally, students should think how they could evaluate their successful or unsuccessful use of the strategy.

Method

This study is a descriptive qualitative research. The study is descriptive research in which the data cannot be treated with statistical procedure. Arikunto (2003:88) states that descriptive research study is designed to obtain information concerning the current status of phenomenon. Borg and Gall (1998: 21) state that the descriptive studies are primarily concerned with finding out the answer the question 'what is'. Descriptive study aims at describing the current phenomena in the real situation at the time of conducting the research. This study aimed at describing the techniques of teaching reading comprehension used by the teacher. Therefore, the method used in this study is qualitative nature which involves the actual people in real setting.

Source of data and Data, According to Arikunto (2003: 77), source of the data is the entire research subject". It means that source of the data is all subject of the research; the researcher wants to observe all elements in the research area. The population of this research is all of English teacher in SMP Institut Indonesia. Subject is a part of observed. The subject of this research is one English teacher that teaches in VIII B, because there is only English students who is assigned to teach the students at eight grade of SMP Institut Indonesia. Object of the study is the main data, all information related to research question that what are techniques used by the teachers in teaching reading comprehension at SMP Institut Indonesia, How is the implementation of the techniques in reading comprehension and what are the strength and weakness of the techniques implementation in teaching reading comprehension at SMP Institut Indonesia.

Data Collection Techniques, In this study, the writer used three kinds of techniques. They are in the form of observation, interview and questionnaire.

Data Analysis , The analysis of the data was done mainly through three activities: data reduction, data display and conclusion drawing that will be done concurrently (Miles and Huberman,1984:52). Before conducting the three activities, however, the data need to be treated through a transcribing process

FINDING AND DICCUSSION

Based on the theoretical review presented in chapter II, the researcher describes in detail the terms of the techniques in teaching reading comprehension. The researcher focuses on three components of teaching, include: (1) the techniques used by the teachers in teaching reading comprehension, (2) the implementation of the techniques teaching reading ability, (3) the strength and weaknesses of techniques implemented in teaching reading by the teacher and students.

The Techniques used by the Teacher in Teaching Reading

In teaching reading comprehension, there were some technique used by teacher in teaching reading, they are: (1) Survey or skimming, (2) Reading, (3) Recall, (4) Questioning, (5) Review. This point, the techniques used by the researcher to collect the data were observation and interview. And the first techniques was observation, was the purpose getting the information concerning the teaching process in the classroom especially the techniques used by the teacher in teaching reading. The researcher used an observation sheet observing the process of teaching in the classroom. By doing so, the researcher could see the real condition in the classes and observer the teacher in delivering the material related to reading.

The Implementation of the Techniques into Students Reading Ability

The Procedure of Teaching Reading

The English teachers in SMP Institut Indonesia applied various procedures in teaching reading comprehension although sometimes, they had something in common. All of them do the three stages of reading activity; they are the pre-reading, the whilst-reading, and the post reading stages. The qualitative description of the findings on the procedures of teaching reading comprehension are grouped into three stages of reading activities; (1) pre-reading, (2) whilst-reading, and (3) post reading.

The Strength and Weaknesses of the Techniques Implemented in Teaching Reading by Teacher and Students

the researcher got the strength and weaknesses of the teacher and students during implemented technique in teaching reading comprehension. Some strength of the technique implemented in teaching reading used by the teacher such as: The teacher can pay attention to look around while explaining the techniques, the teacher uses the simple words to explain the material: the teacher use code mixing, Indonesian and English language, the teacher gives another example and new vocabulary based on the topic, the teacher gives score when the students are able to read in good pronunciation answer the question, the teacher gives example about how to read in good pronunciation, intonation, and stress to make the students brief reading English text.

Strength

some strength by the students during implemented techniques in teaching reading by the such as: The students be able to get lesson simple words, the students have a lot of time to practice reading; it means the students have much time to increase their ability in reading English and the students are easy to answer the questions based on the text. Besides the strengths in implementing the techniques in teaching reading by teacher and student, the researcher finds the weaknesses from both the teacher and students.

Weakness

For the teacher the weaknesses such as: The teacher always uses the same techniques, the teacher. In addition, the students they weaknesses, such as: The students fell bored with the same techniques and some students still do not understand with the teacher explanation.

The researcher found that the teacher should give more techniques in teaching reading, finds another sources to help the students to increase their knowledge. As the teacher, it is very important to manage the class, to know how the students fell during English lesson. Therefore, the teacher can apply the proper techniques for teaching English, especially in reading. In addition, the teacher should give more attention to make the confident or comfortable to learn English. The teacher should be more creative to make the students interest in learning English especially in reading. The teacher should do those activities in order to make the students are not afraid to learn English because English is fun, it the students 'always practice what they have got, and pay more attention when they learn. The students can try to read the text anywhere, anytime, in another sources, such as a book story, newspaper, magazine in English language.

CONCLUSION

The techniques for teaching learning English especially in reading are very important to help the students to make them understand very easier. We should know their condition in the classroom; make good preparation to use the techniques in teaching learning process. Some evaluation in explanation or give the information's is away to measure the students achievement to accept the learning process inside and other outcomes. Techniques SQ3R in teaching English especially in reading, it can help the students to increase their ability, make the students think if learning English is fun. So, the students are not afraid trying and practicing learning in English.

REREFENCES

- Aslanian, Nunan. 1995. "Reading Comprehension, Concomitant processes, and Reading Strategies"
- Arikunto, Greg Guest 2003. "Data Reduction Techniques for Large Qualitative Data Sets". Agricultural Economics Association of Georgia
- Best and khan. 2006. "Research in Education"
- Brown, H . Dauglas. 1970. Teaching by Principle: An Interactive Approach to Language Pendagogy. (Second Edition)
- Beck, McKeown. 1998. "Teaching Reading Comprehension to students with Learning Difficulties". The Guilford Press New York London
- Brown, H . Dauglas. 2001. Teaching by Principle: An Interactive Approach to Language Pendagogy. (Second Edition)
- Borg, Gall. 1998. "Focus on Research Methods". University of North Carolina at Chapel Hill
- Barnett. 1998. "Journal of Reading Overview of Reading Comprehension". Indonesia University of Education
- Creswell, Jhon W.1994. Research Design Qualitative & Qualitative Approach, New York: Stage Publication
- Cahyono, Bambang Yudi. 1997. The Questioning Skills of Reading Teachers. In Cahyono, B.Y (Ed), Pengajaran Bahasa Inggris.
- Dole, Et al. 1991. "Teaching Reading Comprehension to students with Learning Difficulties". The Guilford Press New York London
- Duffy. 1993. "Journal of Reading Overview of Reading Comprehension". Indonesia University of Education
- Farell, Thomas S. C 2002. Planning Lesson for a Reading Class Singapore: Seameo Regional Language Centre (RLC Portfolios Series 6)
- Friedrich, Nietzsche. 139. "Data reduction Techniques for Large Qualitative Data Sets". University of North Carolina at Chapel Hill
- Kelly, Patricia R and Farnan, Nancy. 1990. Practicing What We Teach in Reading

- Education Programs. *Journal of Reading*, 23 (4): 264-269
- Lee, Fielding. 1996. "Qualitative Research: A Grounded Theory Example and Evaluation Criteria".
Agricultural Economics Association of Georgia
- Miles, Matthew B, and Huberman, A Michael. 1994. *An Expanded Source Book . Qualitative Data Analysis (Second Edition)*.
- Nuttal, Nurman Antoni. 1996. "Exploring Teacher's Strategies In Teaching Reading Comprehension"
- Nunan, Dubin. 1991. "Teaching Reading Comprehension to students with Learning Difficulties"
- Nuttal, Christine. 1982. *Teaching Reading Skills In A Foreign Language*.
London: Heinemann educational books.
- Robinson. 1961. "Jurnal of Reading SQ3R Why it Works, Based on an information Processing Theory of Learning"
- Richards, Jack C. 1993. *Approaches and Methods Language Teaching*.
Cambridge: Cambridge University Press LTD.
- Subhan, J, 1990. "Teaching Reading Comprehension to students with Learning Difficulties". The
Guilford Press New York London
- See Leu, kinzer, Coiro, & Cammack. 2004. "new Literacies, New Contexts A theoretical Definition Of
reading Context"
- Soedarso, In hariwijaya. 2007. "Speed Reading Jurus Membaca Cepat Tepat dan Akurat"
- Simanjutak. 2003. "Teaching Reading Comprehension to students with Learning Difficulties"
- Thorne Kirkham, Macdonald-Emes, 1997. "Focus on Research Methods". University of North Carolina at
Chapel Hill
- Williamson, J. 1988. *Improving Reading Comprehension: Some Current Strategies*
English Teaching Forum, xxvi (1): 7-8
- Winograd, Hare. 1998. "The Strategies of Teaching Reading Comprehension". Indonesia University of
Education